Jennifer Garner

3/23/13

Johnson

RDG 4402

**Individualized Integrated Curricular Unit**

**Student:** Allen

**Grade:** 4th

**Theme:** Weather

**Science TEKS:**

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(F) communicate valid, oral, and written results supported by data.

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:

(A) measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key;

(B) describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process; and

(C) collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time.

**ELA TEKS:**

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(B) describe the interaction of characters including their relationships and the changes they undergo; and

(C) identify whether the narrator or speaker of a story is first or third person.

(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional

(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);

(B) develop drafts by categorizing ideas and organizing them into paragraphs;

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;

(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

**Fiction Read Aloud Books:**

1. *“The Cloud Book”* by Tomie dePaola is a story about all the different kinds of clouds and the meaning behind them. It explains what the weather will be like when you see these certain clouds. The story is filled with pictures to show the reader how to tell the difference between all the clouds. This book is at the independent level and will help build fluency.
2. *“Magic School Bus: Inside a Hurricane”* by Joanna Cole and Bruce Degen is a fun filled adventure. Ms. Frizzle and her class are taking a field trip to the local weather station. On their way Ms. Frizzle turns the school bus into a hot air balloon! They rode the balloon all the way into a hurricane. The students make observations of what all they see. Their bus transforms again and again through the crazy storm. Finally the students are back on the bus and at the weather station. It is filled with great pictures and great information too. This book can be used for fluency as well as comprehension at the independent level.
3. *“Tornado”* by Betsy Byars is about a family who is safely inside a cellar during a tornado. Once inside, to pass the time Pete begins to tell a story about when he was a little boy and how an August Tornado brought him a dog. He named this dog Tornado since that is how he came to find him. Pete goes on to tell how Tornado influenced his life and all he brought with him. As the storm is soon passing, Pete goes to check the storm and decides he can tell one last story about Tornado. This story is could be used in sequencing and to prompt students on writing about a time in their life where they experienced a storm. This book is at an independent level.
4. *“Expedition 40: The Secret of the Seasons”* by Celeste Fraser takes you on adventure through different seasons. It explains the how the earth is tilted and how that effects the seasons around the world. Beginning with New York and ending in Valdivia, Chile the reader gets to see what the weather and seasons are like in those parts of the world. This book includes great vocabulary words and will help to increase comprehension and fluency. It is at an instructional level.

**Non-Fiction Read Aloud Books:**

1. *“Storm Chasers”* by Linda Johns is a story that explains the job of storm chasers and all that it entails. Storm chasers can be filmmakers, photographers, but most are scientists and meteorologists. It gives actual facts about tornados and where they appear the most. It describes the weather needed for a tornado to occur and safety tips needed to survive. It provides many vocabulary words that are crucial to know as a storm chaser. This book is at the instructional level. It is very informative and will help reading comprehension as well as building vocabulary.
2. *“Can it Rain Cats and Dogs?”* by Melvin and Gilda Berger is a question and answer book about the different types of weather. It touches on topics including: sun, air, wind, rain, snow, hail and wild weather. This is a great book because it asks questions that the reader might have not known to ask about. This instructional level book will help with reading comprehension and word work.
3. *“Tsunamis”* by Shaun Taylor is an informational book covering topics such as the history of tsunamis, the causes, and areas at risk, warning systems and how to survive a tsunami. It provides need to know facts that can help the reader with comprehension. This instructional level book will be used for reading comprehension and word decoding.
4. *“Thunderstorms”* by Chana Stiefel is an informational book on storms. It explains the making of thunderstorms and the weather that comes along with them. It provides myths about storms that are believed by other cultures. The book describes lightning and how it forms, how lightning and thunder occur and where they take place the most. It explains how lightning rods are used and where to use them. Then it goes into how to survive storm, stories provided by survivors and precautions that should be taken in case of a storm. It also provides true statistics that will benefit the reader and their understanding. This independent level book will help increase fluency, comprehension and build vocabulary. It can also help prompt students in writing.